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ABSTRACT

The second of two volumes on planning parent participation programs, this guide is intended to be an aid in the actual program development. The importance of involving school faculty in the planning is emphasized. A description is provided of a seven-step development process in which the faculty team: (1) states program goals; (2) examines sample goals and activities; (3) formulates a tentative program; (4) analyzes the program in relation to the school situation; (5) determines the program's feasibility; (6) finalizes planning; and (7) implements the program. Most of the document comprises detailed guidelines and tools for the first five steps. A bibliography of resources is also provided. (DC)

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PLANNING FOR
PARENT PARTICIPATION
VOLUME II: PLANNING TO REACH GOALS

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FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education

Sponsored by:

National Institute of Education, HEW

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State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
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PREFACE

We began writing with high hopes of providing information for teachers about parent participation programs. Soon it became apparent that there is *a whole lot* of information out there, but not easily categorized. Our first attempt to write a booklet turned into an enormous production. We knew that teachers and planners would not be able to use the information with ease, so we created two volumes that will provide you with distinct information about planning, and will answer common questions about parent participation. (Volume I: Considering Alternatives and Volume II: Planning to Reach Goals) When used in conjunction with one another, these two booklets will assist you in the planning of your own parent participation program.

What does Volume II provide a school level person? Basically you are receiving technical assistance in the form of a planning guide to help you reach the goals you have set for your own parent participation program. This is accomplished by providing the following aids:

- a description of the steps involved in the planning process
- a detailed checklist for you to use as a working draft while you plan your program
- a listing of additional sources of information on planning a parent participation program.

Therefore, Volume II contains information for practical application. This is a logical extension of Volume I, which provided you with the initial information necessary to formulate goals, strategies and activities for a program. If you have not read Volume I you may want to review it now.

Remember: No two programs will be the same, but the pattern for planning does require careful consideration of many important variables in your own school-community environment. Use the information in this booklet to guide you in decision making. If you want more information about specific parent participation programs not in use, or if you just have further questions as a result of reading this booklet, then contact:

Public Schools Resource Center
Florida Department of Education
Knott Building
Tallahassee, Florida 32301
Phone: (904) 487-1078
SUNCOM: 277-1078

PLANNING GUIDE

Planning for school improvement, whether it be parent participation or a new reading curriculum, requires change by all who function in the school environment. The philosophy behind this booklet is that improvement is most effectively accomplished when the total school participates in making the change. Teachers are more likely to accept and support change if they are given an opportunity to make decisions along the way. We suggest that a group of faculty work together to plan a parent participation program.

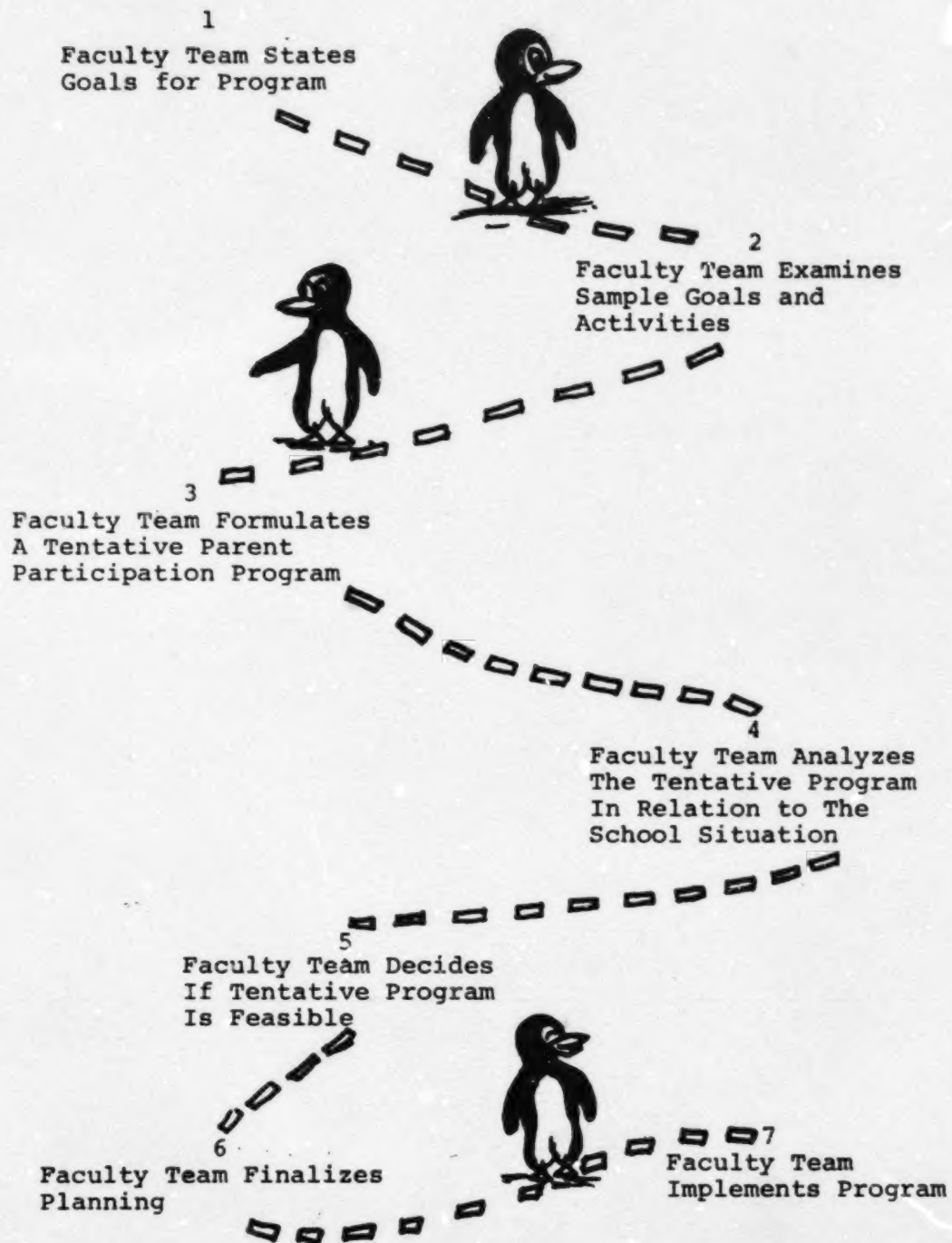
Assembling the faculty team does not require a special formula. The principal and curriculum personnel might get together initially. Other faculty might be appointed or volunteer to serve on the team. Even though this core team will be primarily responsible for the hard work of planning, the rest of the faculty will not be disregarded. As the faculty team meets and begins planning, they will be reporting on their progress to the entire faculty for approval.

While these two booklets are designed to help a school plan a parent participation program, an individual teacher may find a number of useful ideas to try out in the classroom. Volume I, *Considering Alternatives*, has many suggestions for activities that an individual teacher may wish to implement.

Keep in mind that, like any resource, this booklet is a general guide. *Adapt it to your own situation.*

The planning guide that follows is divided into several steps. The illustration on the next page outlines the steps as a series of decisions and outcomes in the planning process.

To insure that the faculty team is progressing smoothly through the planning steps, use the Planning Checklist in this booklet. Maybe you will want to photocopy the checklist for every member of the team.





Step 1

Faculty Team States Goals For Program

The first task in planning is for an organized faculty team to specify a goal or set of goals for the school. What exactly is it that you want parents to do as participants in the program? What kind of interaction do you want between the home, the school, and the community? By writing down clear, precise statements, the team will set up a framework for making all other planning decisions. Your goal may be as simple as increasing parental awareness of school activities. Or, it may be a series of statements concerning increasing basic skills achievement by using parent volunteers as tutors. This step in planning is critical, so be careful to write out goals that are realistic for your own school situation.

Faculty team should report goals to total school faculty for discussion and approval.



Step 2

Faculty Team Examines Sample Goals and Activities That Already Exist

With your own goal statements in mind, look at what other schools are doing to accomplish their desired goals. Volume I allows you to do that by providing samples of common goals often expressed in parent participation programs along with the corresponding activities designed to meet those goals. In addition we provide you with the requirements for implementing the activities, and some advantages and disadvantages of each activity. The descriptions are written from the point of view of what you want parents to do. Keep this in mind now and again in Step 4. You may read about what others have done in Volume I of Planning for Parent Participation. As you read, earmark the goals and activities that match your own goal statements. You will want to go back to those later.



Step 3

Faculty Team Formulates A Tentative Parent Participation Program

Based on the information in Volume I and your own goal statements, formulate a tentative parent participation program. If you selected goals and activities from the descriptions you read, they may need to be altered according to your intent. Or, you may need to alter the original goal statements in view of the activities you choose. Do all alterations now, until you have a good balance.

The tentative plan should include: goal statements, a description of activities designed to reach the goals, and role descriptions for everyone involved in the program. Parents, teachers and students will all take on roles that correspond to their function in the total program.



Step 4

Faculty Team Analyzes The Tentative Program In Relation To The School Situation

This step in planning is critical. It requires the team to gather certain information in order to make a judgment about the program being formulated. You will be analyzing the program based on certain criteria. You will want to eventually answer the question, is our program realistic in relation to our school-home-community environment?

The faculty team needs to assess the school's financial resources and find out about the characteristics of parents in the community. Other variables to consider are: facilities and work space, materials and training. This is also a time to select or approach someone to serve as the coordinator of the program. These variables are outlined in more detail in the planning checklist.



Step 5
*Faculty Team Decides If Tentative Program
Is Feasible*

At this point, the faculty team should have all the data gathered in Steps 1-4 recorded on the Planning Checklist. If you have other notes from your investigating and reading, add those to the information you will use to make a decision about the program you have formulated.

Will the program fit your school?

If it does, go on to Step 6 to finalize all the details.

If the program is not right, go back to Step 2. By re-examining the sample goals and activities, the team should be able to come up with another format that will fit your available resources.

If faculty team decides tentative program is feasible, they report to total school faculty for approval.



Step 6
Faculty Team Finalizes Planning

Step 7
Faculty Team Implements Program

This booklet is not designed to carry the team beyond the initial planning steps. However, we can suggest another booklet that will help the faculty team prepare for the final stages in planning and implementation of the program. Developing A Work Action Plan is designed to guide you in planning for materials, training/technical assistance, facilities, support services, and for devising a calendar of events. For information about the guidebook, write to:

Public Schools Resource Center
Florida Department of Education
Knott Building
Tallahassee, Florida 32310

Please note that the Planning Checklist does not contain activities for Steps 6 and 7.

PLANNING CHECKLIST

Directions: The checklist below carries a faculty team through all the steps in planning a parent participation program. (See pages in this booklet.) Use the checklist as a working draft while the team develops its own program. Photocopy the checklist for every member of the team.

Step 1 Faculty Team States Goals For Program

Sample:

Goal 1 Our school wants parents to be regularly informed of what their children are doing in school.

Goal 2 Our school wants parents who can help their children do make-up work at home.

Write your goals here:

Faculty team should report goals to total school faculty for discussion and approval.

Answer the questions below about the goals you have just written. If you check "no" for more than 2, then perhaps you should revise your goal statements before proceeding.

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | Are the goal statements clear? |
| ___ | ___ | Is there only one goal in each statement? |
| ___ | ___ | Are ambiguous terms defined? |
| ___ | ___ | Are these goals realistic for your particular school? |
| ___ | ___ | Can you accomplish the number of goals set? |
| ___ | ___ | Will these goals help your students to improve? |

Write your revised goal statements here:

**Step 2 Faculty Team Examines Sample Goals and Activities
That Already Exist**

Read Volume I carefully. In the space below jot down notes, questions or comments about the information as you read. Each team member should compare notes. Discuss Volume I as a group. Write down sample goals and/or activities that seem relevant to your own situation.

Notes From Reading:

Notes From Group Discussion:

-10-

Relevant Sample Goals And Activities:

Step 3 Faculty Team Formulates A Tentative Parent Participation Program

Goal Statements

Goal 1

Goal 2

Goal 3

What strategies will you select to reach the goals stated above?

Strategy
(Goal 1)

Strategy
(Goal 2)

Strategy
(Goal 3)

What activities can be used to implement the strategies?

Strategy
(Goal 1)

Activities:

Strategy
(Goal 2)

Activities:

Strategy
(Goal 3)

Activities:

SOME PLANNING TIPS

Consider the activities you recorded on the previous page. Try to categorize them in the following ways:

1. Sending home information.
2. Getting parents to come to school.
3. Transporting materials from school to home.
4. Using parents as volunteers.

For each category we have drawn up general planning procedures. Check below for the appropriate list(s) to match your activities. Write in any other steps pertinent to your situation.

If the activity involves *sending home information*, the following planning steps may be considered:

1. Identify the type of information that is to be shared with parents.
2. Develop or prepare materials to send home.
3. To encourage two-way communication, plan a comment sheet to be filled in by the parent, or include notification of when and how to reach the teacher for further discussion.
4. Chart out the sequence or timing of sending home the information.
5. Decide how the information will be transported from school to the parents.
6. Name the persons responsible for each task.

Other _____

If the activity involves *getting parents to come to school to receive information*, then consider these planning steps:

1. Discuss several activities that will bring different types of parents to school. Discuss the need for follow-up activities or repeated visits and plan the sequence as a unit.
2. Identify the space and materials needed for each activity.
3. Plan the activity by "imagining" parents entering the school, engaging in the program and then leaving. Use the "image" to spell out all the tasks required.
4. Decide strategies which will get parents to attend the planned activity.
5. Assign each task, such as calling parents, developing the program, greeting parents as they arrive, etc.
6. Assign a coordinator who will keep records of parent attendance so that you can evaluate the best types of activities to reschedule in the future.

Other _____

If the activity involves the *transport of instructional materials from school to home*, then consider these planning steps:

1. Teachers identify students who need the use of the materials.
2. Name someone to contact the parents.
3. Select the appropriate materials to be checked out to the home.
4. Provide someone to (or some way to) explain the materials to the parents, if needed.
5. Decide how the student's mastery of the lesson will be evaluated.

6. Plan to inform the parent of the student's accomplishment.
7. Name someone who will follow up on the return of the materials.

Other _____

If the activity involves *using parents as volunteers*, then consider these planning steps:

1. Identify areas related to school goals where parent help will benefit the school program.
2. List activities that match school goals. The list should include a number of activities that involve different groups of parents.
3. Involve some parents in the planning of the parent participation program.
4. Devise an implementation plan that includes: strategies for recruitment; a description of the coordinator's functions; and analysis of the tasks to be performed to accomplish the activities; suggestions about persons responsible for certain tasks; and a tentative calendar of events.
5. Assign each task. The coordinator should keep everyone informed about the progress or difficulties encountered.
6. Plan to evaluate the activities for their benefit to school goals before repeating them.

Other _____

Briefly describe the roles of the participants in the program. What *functions* will teachers, students, and parents perform? Try to write precise statements.

Parents

Students

Teachers

Others

Step 4 Faculty Team Analyzes The Tentative Program In Relation To The School Situation

This part of the checklist insures that the faculty team thoroughly analyzes the resources available to the school. By gathering data, the team will be able to determine if the tentative program will work.

Budget. A large concern will be the allocation of funds to set up and implement a parent participation program. The planning team needs to confer with the principal to find out what kind of money is available. Remember that money need not always come through traditional channels. The parent-teacher organization or some community groups might be willing to contribute funds. The Florida Department of Education offers mini-grants through the Educational Improvement Project. This project provides funds for improved school-community relations. Mini-grants might be as low as \$500 or as high as \$5000, depending on your needs. For more information write to:

Consultant for Educational
Improvement Projects
Florida Department of Education
Room 217, Knott Building
Tallahassee, Florida 32301

Also available are ESEA, Title IV-C educational improvement grants. Community involvement is a high priority for Title IV-C. For more information write to:

Administrator
Educational Improvement Programs
Florida Department of Education
Knott Building
Tallahassee, Florida 32301

Remember that a parent participation program does not imply large sums of money for operating expenses. Maybe all you need is extra paper for mimeographing. As you are planning, record amounts you will need vs. the amount you can get. Alter your plans accordingly.

Set up a meeting with the principal. Complete the chart below after you have met.

<u>Sources of Funds</u>	<u>Amount</u>	<u>Possible Expenses</u>	<u>Amount</u>
School Accounts	_____	Salaries	_____
County Funds	_____	Operating Expenses:	
PTO	_____	Materials	_____
Florida DOE	_____	Supplies	_____
Other:		Postage	_____
_____	_____	Other:	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total	_____	Total	_____

1. Calculate your possible expenses based on the tentative activities set up in Step 3.
2. Compare the two totals. Is the discrepancy something you can minimize?
3. Have you listed *all* possible fund sources?

Demographics of Parents in the Community

The team must find out about the parents in the community. This will help you assess whether or not parents can fit into the role you described on page 17 . One way to gather information is to send home a survey for parents to complete. The sample form on the next page gives you an idea of the types of questions you need to ask. Perhaps you will need to devise your own survey based on the program you want to develop.

When you have completed your survey, tabulate the responses. Have a team member write a description of the parents. Could they realistically fill the role you described for them on page 17 of the checklist? If not, you may eventually need to alter your program strategies and/or activities.

PARENT ASSESSMENT SURVEY

Directions: Our school is trying to plan for activities to help parents get more involved in the education of their children. In order to plan for appropriate activities, we need to gather information about our parents. This way, we can ask parents to participate in activities without interfering with other daily responsibilities. We would appreciate it if you would complete this form and return it to school with your child. Please print clearly. Thank you for your help.

Mother's name _____

Father's name _____

Address _____

Telephone _____

Do both parents live at home? Yes _____ No _____

Father's occupation _____ Working hours _____

Mother's occupation _____ Working hours _____

Names of children enrolled at Smith Elementary:

Name _____ Grade _____

Name _____ Grade _____

Name _____ Grade _____

Would either one or both parents be willing to:

Yes No

- _____ 1. Participate in activities at home with your child to extend school learning?
- _____ 2. Come to school to learn about your child's activities?
- _____ 3. Come to school to view demonstrations of programs used with your child?
- _____ 4. Come to school for training about how to instruct your child at home?
- _____ 5. Help your child do practice or make-up work?
- _____ 6. Come to school on a regular basis as a volunteer?

If you would like to be a volunteer please complete the following questions:

I can come to school on (days) _____ from the hours of _____ to _____. I would like to work with

children in grade _____. Have you been a volunteer before? _____

If yes, what experiences have you had? _____

What are your skills and interests? _____

What type of volunteer work would you prefer to do? (e.g. tutoring, clerical, monitor, etc.) Try to be specific.

Facilities and Work Space

Answer the questions which are pertinent to the tentative activities the team has planned.

Yes No

- | | | | |
|-----|-----|----|---|
| ___ | ___ | 1. | Is there office space for the program coordinator? |
| ___ | ___ | 2. | Is there furniture for the coordinator's office? |
| ___ | ___ | 3. | Are there restrooms for parents who work on campus? |
| ___ | ___ | 4. | Is there adequate parking for parents who come to school? |
| ___ | ___ | 5. | Is there a lounge area for parents to rest, eat or smoke? |
| ___ | ___ | 6. | Is there an extra desk or some kind of work space for volunteers doing clerical work? |
| ___ | ___ | 7. | Is there storage space for special materials used by parents? |

Materials

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | Will our program require commercial materials?
If yes, answer the questions below. |
| ___ | ___ | 1. Is someone assigned to investigate possible materials? |
| ___ | ___ | 2. Does it look like the budget is sufficient to purchase the quantity of materials needed? |
| ___ | ___ | Will our program require parents and teachers to collect or make materials? If yes, answer the questions below. |
| | | 1. What kinds of materials will be collected? |
| | | _____ |
| | | _____ |
| | | 2. Where can these materials be collected? |
| | | _____ |
| | | _____ |

3. Which community groups could probably donate materials?

Name of group

Items they could donate

Training

If the team formulates strategies that require parents to be trained, you must be able to answer "yes" to each of the following questions. If you answer "no," then you must be able to solve the problem or alter the program.

Yes No

- | | | |
|-----|-----|--|
| ___ | ___ | 1. Is there meeting space available where parents can be trained? |
| ___ | ___ | 2. Is there someone who can do the actual training? |
| ___ | ___ | 3. Does the budget have enough funds to pay for training materials and salaries? |
| ___ | ___ | 4. Is there someone to coordinate the training sessions? |
| ___ | ___ | 5. Will parents be able to attend the sessions? (Use the data gathered from the survey.) |
| ___ | ___ | 6. Is there an alternate method for training parents who cannot attend the sessions? |

The Coordinator

The coordinator functions to keep the program in motion. Whenever a group of people is involved to effect a change in the total school environment, a coordinator is necessary. The role of the coordinator will vary depending upon the strategy and activities chosen to reach the program goals. A coordinator can be a teacher, a parent, a community person, or someone you hire. For schools that use parent volunteers, two coordinators may be useful: a parent and a school liasion person.

List the names of people who might serve as the coordinator. Discuss the candidates in a group meeting. Contact several people and interview them. Make a choice after you have completed Step 5.

Step 5 Faculty Team Decides If Tentative Program is Feasible

Based on all the information you have gathered and the responses you made on the checklist, you must answer this question: *Will the parent participation program we have formulated fit our school situation?*

Other final considerations:

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Do we have an adequate budget? |
| ___ | ___ | 2. Are the activities appropriate for our children and parents? |
| ___ | ___ | 3. Will the community support the program? |
| ___ | ___ | 4. When the goals are reached, will our school be a better place for our children to learn? |
| ___ | ___ | 5. Can we implement the program with relative ease? |
| ___ | ___ | 6. Do we have a skillful coordinator? |

If you answer "yes" to all of the questions above, then your tentative program can become a *definite* program. The team can probably work out minor problems and move on to finalizing plans and begin preparing for implementation.

If the tentative program looks problem-ridden and unrealistic for your own school situation, then some major alterations are necessary. Examine trouble spots. If you can't solve them, then it might be a good idea to examine your goals and strategies carefully. Work through the checklist again, beginning with Step 2. Plan again for a more appropriate program.

If faculty team decides tentative program is feasible, they report to the total school faculty for approval.
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A LISTING OF ADDITIONAL SOURCES OF INFORMATION
ON PARENT PARTICIPATION PROGRAMS

Unless otherwise stated, contact the Public Schools Resource Center (PSRC) for information about how to obtain materials listed on this bibliography. If an annotation is followed by "loan copy," you may have a copy of the publication on a loan basis from the PSRC for two weeks.

Public Schools Resource Center
Florida Department of Education
Knott Building
Tallahassee, Florida 32301
Phone: (904) 487-1078
SUNCOM: 277-1078

Planning a Parent Participation Program

"Educational Improvement Project"

Packet containing information and forms for submitting a proposal for an improvement project. Contact: Consultant for Educational Improvement Projects, Florida Department of Education, Knott Building, Tallahassee, Florida 32301.

"Synopsis of 1978-79 Educational Improvement Projects"

Lists all projects sponsored last year by school districts in Florida. Includes a project description and amount awarded. Contact: Consultant for Educational Improvement Projects, Florida Department of Education, Knott Building, Tallahassee, Florida 32301

"Introducing a New ESEA, Title IV-C Project Grant for the 1980's"

Booklet containing a description and application for the Title IV-C educational improvement grant. Contact: Administrator for ESEA Title IV-C Project Grant, Florida Department of Education, Knott Building, Tallahassee, Florida 32301.

Developing a Work Action Plan

Part of the Solution Analysis Series of guidebooks developed through the Florida Linkage Project (May, 1979). Will aid in the implementation of a parent participation program.

Where Do I Go to Get More Information About Educational Products?

Will help faculty team select potential materials for use in the program (December, 1979).

Interlock: Florida School Volunteer Program Directory 1979-1980

Contains the results of the 1979 survey in Florida school districts which measured the status of the Florida school volunteer effort. Loan copy.

Welcome School Volunteers: A Guidebook for Teachers

Part of the School Volunteer Program of Greater Miami. Loan copy.

Alphaphonics One-to-One

A planning booklet for the Alphaphonics reading readiness program. Loan copy.

Community Involvement for Classroom Teachers

A book for teachers involving both theory and practical application. Loan copy from PSRC. \$2.95 from Community Collaborators
P. O. Box 5429
Charlottesville, Virginia 22903

Community Involvement

A training book for administrators and resource personnel who are responsible for developing a school volunteer program (August, 1977). Loan copy.

Concepts and Language Teacher - Parent Handbook

Activities for teachers, goals for parents to accomplish a one year developmental program for children, ages 4-6 (1973). Loan copy.

P.A.L. Parent Involvement Guide

A booklet that helps a school plan for parent participation in the Pupils Advancing in Learning Project (1975). Loan copy.

"RRS Mini-List: Resources for Upgrading Basic Skills Through Citizen Involvement"

A pamphlet describing organizations schools may contact for more information on all aspects of parent participation (November, 1977).

Parenting in 1977: A Listing of Parenting Materials

Contains an index of materials located in the Parenting Materials Information Center in Austin, Texas. Listing is divided into 15 subject areas, such as child abuse, discipline, parenting, language development, etc. Loan copy OR copies available for \$5.00 from Parenting Materials Information Center, Southwest Educational Development Laboratory, 211 #. 7th Street, Austin, Texas 78701.

ABC's: A Handbook for Educational Volunteers

A complete book on organizing and implementing a volunteer program. Loan copy.

Planning and Implementing Parent/Community Involvement into the Instructional Delivery System

Contains the proceedings from a parent/community involvement conference sponsored by the Midwest Teacher Corps Network. Articles describe six parent/community models that have been nationally recognized. Loan copy from PSRC OR copies available from Lansing/MSU Teacher Corps Project, Erickson Hall, Michigan State University, East Lansing, Michigan 48824.

Resources for parent involvement (see page 20, Volume I) including training materials and activities available from Tulare Follow Through Resource Center, 909 E. Cedar, Suite B, Tulare, California 93274.